Baseline- DC1 ATL

Chronology, categorisation, using evidence from sources.

History Y7DC2 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence
Iron Age Britain ➢ To identify ways in which we are similar to the Celts. ➢ To describe various aspects of Celtic life. ➢ To explain the improvements made by the Celts. **How did the Romans change us?** ➢ To identify who, what, when, where. ➢ To describe the impact the Romans had upon Britain. ➢ To explain why the Romans were so impactful by using evidence from sources. **What was the impact of the Anglo-Saxon Invasion?** ➢ To identify who, what, when, where. ➢ To describe the impact the Romans had upon Britain. ➢ To explain why the Romans were so impactful by using evidence from sources. **Why did the Vikings invade Britain?** ➢ To identify who, what, when, where. ➢ To describe why the Anglo- Saxons came to Britain. ➢ To explain the impact the Anglo- Saxons has in Britain using evidence and knowledge. **Who should be King of England?** ➢ To identify the three contenders to the throne. ➢ To describe the different skills and qualities each contender had. ➢ To explain why each contender's claim was valid. ➢ To assess which contender had the most valid claim. **Why did William win?** ➢ To identify reasons that William won. ➢ To describe different tactics used and categorise reasons. ➢ To explain why William won and begin to conclude which reason was the most significant.	Chronology Historical Sources and Interpretations Causation	1. DART 2 Conflict and Tension- DC2 ➢ Key Vocabulary ➢ Key content & recall Multiple Choice ➢ Exam Skill (Cause & Consequence) *One consequence of…* 2. Extended Writing [PA] Explain why William, Duke of Normandy won the Battle of Hastings in 1066. (12 marks) 3. Teacher Judgement on Classwork

History Y7DC3 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence

Why was the Magna Carta so significant? ➢ To **identify** what the Magna Carta was. ➢ To **describe** what the Magna Carta said/ aimed to achieve. ➢ To **explain** how much the Magna Carta helped people to take power from the monarchy. **Why did Henry VIII break from Rome?** ➢ To **identify** reasons why people were unhappy with the Catholic church in 1500. ➢ To **describe** the different reasons why Henry VIII decided to break from Rome. ➢ To **explain** which reason was the most important reason for breaking from Rome **How powerful was Elizabeth I?** ➢ To **identify** early problems for Elizabeth. ➢ To **describe** ways in which Elizabeth could tackle challenges when she first becomes queen. ➢ To **explain** how Elizabeth's character and skills enabled her to overcome early issues. **What were the causes of the English Civil War?** ➢ To **identify** the main areas of conflict between Charles and Parliament. ➢ To **describe** using details of the events and decisions that caused tension and conflict. ➢ To **explain** how decisions and events led to conflict and in begin to reach **conclusions** as to which cause was most **significant**. **Where did it all go wrong for Charles I?** ➢ To **identify** who was fighting in the English Civil War. ➢ To **describe** reasons why the two sides were fighting for power. ➢ To **describe** different events of the Civil War in England. ➢ To **explain** which event was a turning point within the English Civil War and why this led to the overall outcome. **Why were Akbar and Queen Elizabeth so successful?** ➢ I can **identify** key features of both rulers. ➢ I can compare similarities and differences to **describe** the two rulers. ➢ I can **explain** which of the two rulers was the most successful.	Historical Sources and Interpretations Change and Continuity Significance	1. DART 3- Power, Religion and Protest ➢ Key Vocabulary ➢ Key content & recall Multiple Choice ➢ Exam Skill (Cause & Consequence) 2. Extended Writing [PA] Elizabeth and Akbar- How far do you agree (8) 3. Teacher Judgement on Classwork

History Y8DC1 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence
<u>What was the British Empire?</u> ➢ To **<u>identify</u>** what the British Empire was. ➢ To **<u>describe</u>** the positives and negatives of the British Empire. ➢ To **<u>explain</u>** how much the British Empire impacted on the slave trade. **<u>The Trans- Atlantic Slave Trade Triangle</u>** ➢ To **<u>identify</u>** what the Middle Passage was. ➢ To **<u>describe</u>** the experience of the middle passage in detail and empathise with the experience. ➢ To **<u>explain</u>** how much the British Empire impacted on the slave trade. **<u>Britain in the 1850s?</u>** ➢ To **<u>identify</u>** what the domestic system was and what the Industrial Revolution was. ➢ To **<u>describe</u>** why life changed so much in Britain between 1750 and 1850. ➢ To **<u>explain</u>** how life in 1850 links to the slave trade. **<u>Auctions and Plantations</u>** ➢ To **<u>identify</u>** what a slave auction was. ➢ To **<u>describe</u>** the first experiences of slaves when they arrived in the Americas. ➢ To **<u>explain</u>** what life was like on a plantation. **<u>What were working conditions like in Victorian cities?</u>** ➢ To **<u>identify</u>** what type of work was done in factories in Britain. ➢ To **<u>describe</u>** the working conditions within British factories and compare this to the work on plantations. ➢ To **<u>explain</u>** why conditions were so harsh and how this supported the Industrial Revolution.	Historical Sources and Interpretations Significance Consequence	➢ <u>DART 1- Industry and Empire</u> ➢ Key Vocabulary ➢ Key content & recall Multiple Choice ➢ Exam Skill (Significance) *How far….* 2. Extended Writing [PA] (Change & Continuity) How useful are Sources A and B to a Historian investigating the differences between life in Britain and life in Africa in 1850. (8) 3.Teacher Judgement on Classwork

History Y8DC2 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence
Who were the Chartists? ➢ To **identify** who the Chartists were. ➢ To **describe** how Chartists made changes to elections after 1832 to make voting fairer. ➢ To **explain** reasons for the Chartists successes and failures. **Who were the Chartists?** ➢ To **identify** what the Chartists were trying to achieve. ➢ To **describe** the changes suggested by the Chartists. ➢ To **explain** the positive and negative impacts of the Chartist movement. ➢ To **assess** how far the Chartists were successful at achieving their aims. **What were the attitudes towards women having the vote?** ➢ To **identify** what is meant by the term suffrage. ➢ To **describe** arguments for and against women having the vote. ➢ To **explain** reasons why some people viewed women and men differently during this time. **Who had the biggest impact? Suffragettes or Suffragists?** ➢ To **identify** the difference between suffragette and suffragist. ➢ To **describe** examples of the methods used by each group. ➢ To **explain** why each group chose their methods of protest. ➢ To **assess** who had the biggest impact on women's political rights. **How did World War One help women get the vote in 1918 and were they fully supported?** ➢ To **identify** the jobs women did in the war. ➢ To **describe** the opposition women faced when trying to get the vote. ➢ To **explain** how this helped women to secure the vote in 1918. ➢ To **assess** how significant the war was to women's suffrage compared to other events and actions. **Who had the greatest impact on the Civil Rights Movement in the 1950s/60s?** ➢ To **identify** examples of peaceful and violent protest. ➢ To **describe** the different views of Martin Luther King and Malcolm X. ➢ To **explain** reasons why MLK and Malcolm X protested in different ways.	Interpretations Similarity & Difference	1. DART 2- Power, Religion and Protest Key Vocabulary Key content & recall Multiple Choice Exam Skill (Causations) Importance of X on Y (Similarity & Difference *)* *Q3b/3c- interpretation analysis* 2. Extended Writing [PA] (Similarity/ Difference) Explain one difference in the way Civil Rights leaders Martin Luther King and Malcolm X chose to protest. (4) 3. Teacher Judgement on Classwork

History Y8DC3 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence
<u>What were the long-term causes of WW1</u> ➢ Describe the four long-term causes of WW1. ➢ Explain how these causes made war more likely. ➢ Evaluate which cause was most responsible for the outbreak of WW1 and justify my judgement with evidence. **<u>What was the spark that triggered WW1?</u>** ➢ Describe what happened to Franz Ferdinand in Sarajevo. ➢ Explain how one assassination led to a European war. ➢ Evaluate whether the assassination was the most important cause of World War One and support my judgement with evidence. **<u>Why did men choose to fight in WW1?</u>** ➢ Describe why men volunteered to fight in WW1. ➢ Explain how different factors encouraged men to join the army. ➢ Evaluate which reason was most important and support my judgement with evidence. **<u>Life in the Trenches</u>** ➢ Describe what life was like in the trenches. ➢ Explain how trench conditions affected soldiers. ➢ Evaluate which trench condition was the most difficult to endure and justify with evidence. **<u>Lions led by Donkeys: Battle of the Somme</u>** ➢ Describe what happened during the Battle of the Somme. ➢ Explain why so many soldiers were killed or wounded. ➢ Evaluate whether the generals deserved the criticism of being "donkeys" and support judgement with evidence.	Causation Historical Sources and Interpretations	1. <u>DART 3- Conflict and Tension</u> ➢ Key Vocabulary ➢ Key content & recall Multiple Choice 2. Extended Writing [PA] "The assassination of Franz Ferdinand was the most significant reason for the start of WW1". How far do you agree? (16) 3. Teacher Judgement on Classwork

History Y9DC1 milestones and corresponding evidence

Content Milestones	**Skills Milestones**	**Evidence**
<u>How did the Treaty of Versailles punish Germany?</u> ➢ Describe the main terms of the Treaty of Versailles and how they affected Germany. ➢ Explain how the Treaty of Versailles punished Germany through territorial losses, military restrictions, reparations and the War Guilt Clause. ➢ Evaluate whether the Treaty of Versailles was a fair peace settlement for Germany. **<u>The Rise of Dictatorships after WW1</u>** ➢ Describe the problems countries faced after WW1. ➢ Explain why some people supported dictators. ➢ Evaluate which factor was most responsible for the rise of dictatorships and justify judgement with evidence. **<u>Why was Hitler able to rise to power in Germany?</u>** ➢ Describe the key events that helped Hitler rise to power. ➢ Explain why many Germans supported Hitler and the Nazi Party. ➢ Evaluate which factor was most responsible for Hitler becoming Chancellor and justify judgement with evidence. **<u>How did the Nazis use propaganda and fear to control Germany?</u>** ➢ Identify examples of Nazi propaganda, including posters, rallies, radio broadcasts and education. Explain the role of the Gestapo, SS and concentration camps in controlling opposition. ➢ Compare the impact of persuasion and intimidation on German society. ➢ Reach a supported judgement about which method was most effective.	Causation Historical Sources and Interpretations Significance	1. <u>DART 1- Conflict and Tension</u> ➢ Key Vocabulary ➢ Key content & recall Multiple Choice 2. Extended Writing [PA] (Historical sources How useful is the Source for a Historian studying attitudes towards the Treaty of Versailles? (4) 3.Teacher Judgement on Classwork

History Y9DC2 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence
How did Hitler destroy the Treaty of Versailles? ➢ To **identify** some of the steps Hitler took to destroy the Treaty of Versailles. ➢ To **describe** what Hitler did in each step. ➢ To **explain** how the destruction of the Treaty of Versailles led to war. **What was the most significant turning point of World War II?** ➢ To **identify** key events and what is meant by turning point. ➢ To **describe** the key events in the Second World War. ➢ To **explain** why each event can be seen as a turning point. ➢ To **assess** why event is the most significant as a turning point in the Second World War. **What was the Holocaust?** ➢ To **identify** what is meant by the term 'Holocaust'. ➢ To **describe** what happened, to whom and where it took place. ➢ To **explain** why it is important to study the Holocaust. **How did Jewish persecution increase between 1933-45?** ➢ To **identify** some ways that the Jewish peoples had their freedom limited within Germany. ➢ To **describe** several ways that the Nazis persecuted the Jewish peoples in the 1930s. ➢ To **explain** how the Nazi persecution of the Jewish people became more severe during the 1930s. ➢ To **assess** how far Kristallnacht was a turning point in persecution towards Jewish people. **What can the story of Frank Bright tell us about the death camps?** ➢ To **identify** the difference between a concentration camp and an extermination camp. ➢ To **describe** what the final solution was and use evidence to support this. ➢ To **explain** what each section of the final solution tells us about Nazi beliefs and practices during the war.	Causation Historical Sources and Interpretations Consequence Significance	1. DART 1- Conflict and Tension ➢ Key Vocabulary ➢ Key content & recall Multiple Choice ➢ Exam Skill (*Inference Q2b*/ Significance *Explain importance of*....causation) *narrative* 2. Extended Writing [PA] Give **two** things you can infer from Source A about the attitudes of the Treaty of Versailes in 1919 (4) 3. Teacher Judgement on Classwork

History Y9DC3 milestones and corresponding evidence

Content Milestones	Skills Milestones	Evidence
What was the social impact of the Second World War on Britain? ➢ To **identify** the things that changed in people's lives during the Second World War. ➢ To **describe** the different ways people had to adjust their lifestyles in Britain during the Second World War. ➢ To **explain** the ways the Second World War changed people's attitudes and how the government responded. **Did everyone want an NHS?** ➢ To **identify** what the NHS is. ➢ To **describe** some ways the NHS helped people at the start and use details from sources. ➢ To **explain** some arguments for and against the NHS and use knowledge to support source details. ➢ To **assess** how useful sources are showing skills around inference, good knowledge and clear explanation. **What did immigration look like in Britain in 1945?** ➢ To **identify** different groups of newcomers who have immigrated to Britain over the centuries. ➢ To **describe** different reasons for individuals and groups migrating to Britain over the centuries. ➢ To begin to **explain** reasons for groups migrating to Britain following the Second World War. ➢ To **assess** how far reasons for migration to Britain have changed/ remained the same over time. **Why did people migrate to Britain between 1948 and 1975?** ➢ To **identify** different groups of individuals migrating to Britain post the Second World War. ➢ To **describe** reasons why groups chose to migrate to Britain following the Second World War. ➢ To begin to **explain** the difference between push and pull factors and use these alongside specific examples. **What were the experiences of immigrants in Britain between 1948- 1972?** ➢ To **identify** groups who were migrating to the U.K between 1948- 1972. ➢ To **describe** different experiences for immigrants in Britain ➢ To begin to **explain** the different attitudes towards immigration in Britain and apply to a source question. ➢ To make clear links in order to make valid judgments. **Role of women in the 1940s and 50s/ 1960s-70s** ➢ **Describe** the lives of women in Britain- using supportive evidence. ➢ **Explain** how the Second World War changed the lives of women. ➢ **Assess** how far women's lives changed.	Similarity & Difference Consequence Significance Historical Sources and Interpretations	1. DART 2 Key Vocabulary Key content & recall Multiple Choice Exam Skill 2.Extended Writing [PA] (Historical Sources) NHS How useful are Sources B and C about the early days of the National Health Service? Use the sources and your own knowledge. (8) 3.Teacher Judgement on Classwork